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ABSTRACT

This report summarizes the results of the six-year-long Registered Nurse Shortage Project, a study of 27 community college nursing program models that were designed to attract more students. The study was conducted by the American Association of Community Colleges (AACC), in collaboration with the Metropolitan Life Foundation, in response to reports of acute shortages of nurses, and a continuing trend in decreasing numbers of nursing graduates. The project encouraged community colleges to develop initiatives to recruit nursing students from specific groups, such as minority and male students, firemen and paramedics, and LVN/LPN program participants. Colleges were also invited to establish or strengthen relationships between the college and local health care providers. For each of the college programs, a description is provided, which includes a project overview, accomplishments, the challenges faced and keys to success, and whether the program was to be continued beyond the six-year span. Examples of successful programs included a cooperative 2 plus 2 Tech Prep/Associate Degree curriculum developed with a local high school, the creation of a course of study to bridge the gap between the LPN and RN curriculum, and a linkage with an ESL program to help students with limited English achieve success in the registered nurse program. Includes a list of 41 additional resources. (VF)

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Reaching Out: Associate Degree Nursing Programs at Work

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Pamela Humbert and Lynn Barnett, Editors

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Metropolitan Life Foundation

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Pamela Humbert and Lynn Barnett, Editors

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A report of the
AACC/MetLife
Registered Nurse
Shortage Project
1989–1995

AACC

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Preface

America's community colleges provide education and training opportunities for immense numbers of traditional and nontraditional students, including 137,300 students currently enrolled in more than 850 associate degree nursing (ADN) programs. In 1993, 56,770 nursing students received associate degrees, representing nearly 64 percent of all nursing graduates nationwide.

This report summarizes 27 community college nursing program models developed to bring more students into the nursing field and to help nursing programs meet today's community health needs. The projects took place during a six-year collaboration between the American Association of Community Colleges (AACC) and the Metropolitan Life Foundation in the AACC/MetLife Registered Nurse Shortage Project. We hope the report will be useful to nurse educators and others looking to broaden the reach of their own programs.

AACC is grateful to MetLife for its recognition and support of community college nursing programs. Through the Registered Nurse Shortage Project, MetLife has shown leadership in helping to broaden the base of training opportunities for the nation's health care providers. We also thank the National Organization for Associate Degree Nursing (NOADN) for its advice and assistance in the project. The expertise of NOADN members was invaluable. A special thanks goes to AACC staff members who worked on this project: Jim McKenney, Jeff Dayton, Charice Morgan, Lynn Barnett, and Jack McGill, who got the project going in 1989. AACC and MetLife especially congratulate all the individuals from the colleges and community organizations who contributed to the success of this endeavor, and more importantly, who are contributing to the delivery of health care services in their local communities.

David R. Pierce

President
American Association of Community Colleges
July 1995

Introduction

In 1989, the American Association of Community Colleges (AACC) reported an acute and growing nationwide nurse shortage that was taxing the capacity of the existing health care industry. According to the National League for Nursing, some 61,660 nurses graduated from all public and private nursing programs in the country in 1989, a drop of nearly 19,000 since 1984. The American Hospital Association was reporting a consistent nationwide nurse vacancy rate of 10 to 15 percent. There were decreasing numbers of nurses graduating from associate degree nursing programs in community colleges, a disturbing trend since ADN graduates scored well—and in some states higher than their baccalaureate counterparts—on state registered nurse (RN) licensing examinations. At that time there also was a reduction in numbers of high school graduates entering nursing programs.

Reacting to this serious situation, the Metropolitan Life Foundation awarded the first of four sequential grants to AACC in October 1989, resulting in the AACC/MetLife Registered Nurse Shortage Project. AACC implemented plans to encourage community colleges, through national grant competitions, to develop special nursing initiatives to bring more students into the nursing field and help nursing programs meet community health needs. A total of 27 colleges participated over the course of the AACC project.

In the first national grant competition in 1990, AACC invited community colleges to design recruitment and retention projects that would attract new students—particularly minority and male students. Eligible projects included those that would target at least one of the following areas: 2+2 programs; upward mobility LVN/LPN programs; minority/male recruitment/retention programs; four-year transfer programs; and nontraditional applicant recruitment programs directed at such groups as firemen or paramedics.

Colleges were encouraged to implement projects that would develop mechanisms for establishing or strengthening relationships between the community college and local health care providers, including hospitals, and to develop partnerships between ADN programs and four-year nursing schools. These priority areas, and the recruitment/retention focus, continued during three successive MetLife grants. Proposals were evaluated in a peer-review process involving nurse practitioners, including members of the National Organization for Associate Degree Nursing.

In all, 22 community colleges were selected through the first three request-for-proposal (RFP) competitions. The average college grant was $8,569 for each of the 12-month projects.

The college projects implemented during these first three rounds represent creative models that can be replicated by other institutions. They include Tech Prep career path programs, summer camps, and a variety of bridge programs, including LPN/ADN models. Some of the most dramatic results were found in rural areas, including those served by tribal colleges, where a substantial shortage of trained professionals limits the effectiveness of health care services to citizens spread across wide geographic areas.

In 1994, AACC and MetLife agreed to continue the nursing project in a fourth grant, this time with a focus on community-based nursing. A national RFP process again was used, and five colleges were selected from 85 applicants who submitted proposals for nursing projects whose goals and activities were defined by local needs. Colleges were to shape projects that would support and showcase associate degree nursing program models that addressed community needs and demonstrated strong partnerships with local health care providers. Colleges were asked to target at least one of the following areas: community service; service learning; faculty development; curriculum development; student recruitment/retention; or other local needs. Each college selected received a $10,000 grant for a 12-month project.

AACC/MetLife Round One 1990–1991 Grants

Florida Community College at Jacksonville, FL
Galveston College, TX
Hocking Technical College, OH
Kauai Community College, HI
LaGuardia Community College, NY
Salish Kootenai College, MT
Santa Barbara City College, CA
Umpqua Community College, OR
Washtenaw Community College, MI
Wytheville Community College, VA

AACC/MetLife Round Two 1991–1992 Grants

Community College of Philadelphia, PA
Marshalltown Community College, IA
Monroe Community College, NY
New Mexico Junior College, NM
North Harris College, TX
Oklahoma City Community College, OK
Presentation College, SD
Seminole Community College, FL
Spokane Community College, WA

AACC/MetLife Round Three 1994–1995 Grants

Cerritos Community College, CA
El Centro College, TX
Rogers State College, OK

Although these five projects of round four are still being implemented, the preliminary results are promising. From health screenings to partnerships with major health care organizations, they each show how a community college nursing program can become an important factor in health care delivery in its local community.

Overall, the 27 models represented in the AACC/MetLife initiative offer a variety of strategies that community colleges can employ to stimulate enrollment in nursing programs and to meet community needs.

AACC/MetLife Round Four 1995 Grants

Copiah-Lincoln Community College, MS
Northern Virginia Community College, VA
Orange County Community College, NY
St. Petersburg Community College, FL
Southwestern Community College District, CA

Lynn Barnett

Director of Community Development
American Association of Community Colleges

Project Features

	STATE	Bridge Courses	Community Health	Curriculum Dev.	ESL	Health Facilities
Cerritos Community College	CA					
Community College of Philadelphia	PA					
Copiah-Lincoln Community College	MS		◆			◆
El Centro College	TX					
Florida Comm. Coll. at Jacksonville	FL					
Galveston College	TX					
Hocking Technical College	OH					
Kauai Community College	HI			◆		
LaGuardia Community College	NY	◆		◆	◆	
Marshalltown Community College	IA			◆		
Monroe Community College	NY	◆		◆		
New Mexico Junior College	NM	◆				◆
North Harris College	TX			◆		
Northern Virginia Community College	VA		◆	◆		◆
Oklahoma City Community College	OK					◆
Orange County Community College	NY		◆	◆		
Presentation College	SD					
Rogers State College	OK	◆		◆		◆
Salish Kootenai College	MT					
Santa Barbara City College	CA					
Seminole Community College	FL					
Southwestern Community College	CA		◆	◆		◆
Spokane Community College	WA	◆		◆		◆
St. Petersburg Junior College	FL		◆	◆		◆
Umpqua Community College	OR	◆				◆
Washtenaw Community College	MI			◆		
Wytheville Community College	VA	◆		◆		

LVN/LPN	Mentors	Minorities/Males	Nontrad. Groups	Recruit/Retention	Secondary Ed	Service Learning	Student Services	Summer Programs	Tech-assisted	Video	Workshops	2 + 2	4-year Transfer
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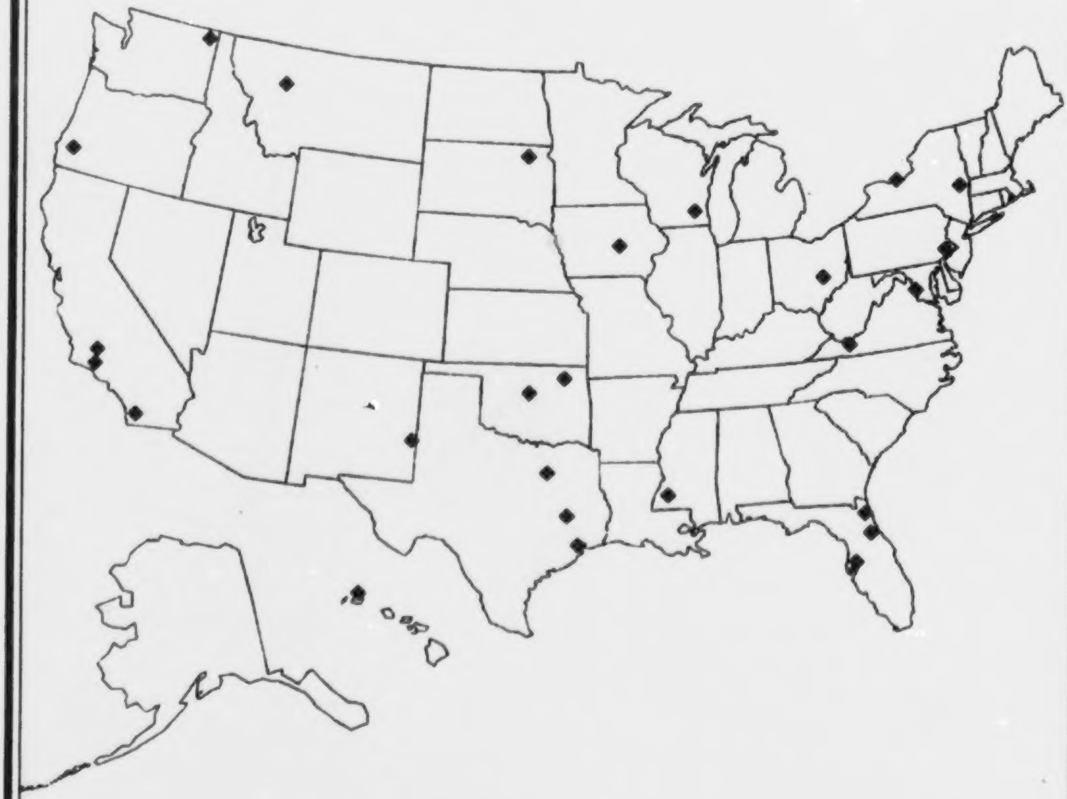
Project Sites



AACC/MetLife Project Sites

1990–1995

Recruitment and Retention

Cerritos Nursing Articulation Project

Cerritos Community College nursing students represent an untapped resource for local baccalaureate nursing programs. Most of these students have expressed interest in transferring to four-year institutions, but most transfer directly to the workplace. Additional articulation and partnering between Cerritos College and four-year institutions could help address the current need for qualified baccalaureate nurses and the needs of a health care system undergoing redefinition. With its emphasis on increasing the transfer rate into baccalaureate nursing programs as well as promoting career awareness, this project presents an easily duplicated articulation model for hospitals, clinics, and four-year institutions.

Project Overview

To meet its first objective of increasing the transfer rate of students into four-year schools, the college contacted nursing departments at participating universities to establish common needs. A visitation series offered special lectures, workshops, and clinical demonstrations of standard components of the university curriculum; and peer mentoring helped ease the two-year student's transition to a university environment. Cooperation with partnering hospitals and clinics helped establish career awareness by using video presentations and job-shadowing opportunities. Reciprocal activities among area institutions, including campus visitation and mentoring, inform students of educational opportunities—seminars, workshops, videos, and campus orientation—in which 30 to 40 students take part each semester.

The project leaders managed classroom assessment activities and tracked participants. Process and outcome information has been electronically disseminated via Internet.

Cerritos Community College
11110 Alondra Boulevard
Norwalk, CA 92650
President: Fred Gaskin
Contact: Linda Stevens,
Director, Nursing
Department
310/860-2451 ext. 2579
Grant amount: $9,985

Accomplishments

College staff participated in a career day at a local high school and helped establish a mentor program with a local middle school. Four eighth graders with an interest in nursing observed first-semester college students in the skills lab. Information was distributed about opportunities at a summer camp for students interested in health professions. Conferences and workshops continue. Three participants with baccalaureate degrees transferred to a master's degree program in nursing.

Overcoming Obstacles and Keys to Success

Time constraints for students and a decrease in local professional workshops threatened to hinder the project. Since more than three-quarters of the participants were employed and/or raising families, scheduling meaningful activities to fit available time slots posed great difficulty. Cerritos graduates presently in or graduated from a bachelor of science in nursing (BSN) program were solicited to act as mentors, but they faced similar work and family difficulties. Consequently, there were not enough volunteers for each student to have a mentor.

Partners

California State University, Fullerton
University of Phoenix
University of Southern California
Loma Linda University
University of California, Los Angeles
Mount St. Mary's
Anaheim Memorial Hospital
Presbyterian Intercommunity Hospital
Rancho Los Amigos Medical Center
Kaiser Foundation Hospital, Bellflower
Long Beach Memorial Medical Center
La Palma Intercommunity Hospital
Visiting Nurse Service of Long Beach

What Followed

Several options for program improvement were identified: incorporate project activities into the nursing curriculum; expose first-year students to short information sessions by four-year-school recruiters; allow students to earn extra credit by visiting university campuses; arrange mentoring with Cerritos nursing graduates; and implement shadowing activities in advanced clinical rotations.

Increasing Admission, Retention, and Graduation Potential of Minority Nursing Students

Although barriers to minority student access and success in nursing have often been identified, effective interventions have not received the same intensity of study. If nursing education hopes to increase minority student success, it must implement specific interventions that work in urban settings. Since more than half of the Community College of Philadelphia's 41,000 enrollment are minorities, its Department of Nursing is well-positioned to meet minority needs while helping to address the shortage of nurses. Interventions, targeted to begin at the precollege level, addressed basic skill remediation with an educational plan augmented by individual assistance and support services.

Project Overview

The college's recruitment and retention activities included the design, piloting, and evaluation of a series of group workshops that focused on analytic problem-solving skills and developing social-support networks. More than 20 high school students were chosen to participate in the pilot program.

A college support team assessed each student's needs, helped document barriers to success, and provided counseling. Workshops addressed available assistance with basic educational skills and commonly identified barriers to academic success, including time management, coping with family and work responsibilities, finances, goal setting, and identifying support systems. These workshops also helped link students with public and private financial assistance.

Minority registered nurse (RN) advocates were identified, and a training program oriented these advocates to project goals and encourages them to meet with students regularly. To help students cope with course demands, the learning laboratory maintains a reading specialist and specific support materials and provides one-

Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
President: Frederick Capshaw
Contact: Ivory C. Coleman,
215/751-8921
Fax: 215/751-8937
Grant amount: $7,565

week sessions in pre-biology and pre-chemistry as preparation for college course work.

Accomplishments

Twelve students participated in the project, with two students eligible for the fall 1993 nursing curriculum. A college support team helped evaluate the project and made recommendations.

Partners

College's Office of Health Career Opportunities, Step-Up Program, learning laboratory, and financial and child-care planning services

Minority Registered Nurse advocates from Chi Eta Phi sorority and Southeastern Pennsylvania Black Nurses Association

Overcoming Obstacles and Keys to Success

This project encountered great difficulty in that some students who were committed to the process and worked hard at it still could not meet the academic requirements. For others, despite the nursing support team, social and economic problems were too overwhelming to prevent them from dropping out. The frequency of changes in students' telephone numbers hindered regular calls and support by the team. Financial aid posed yet another problem for students who had defaulted on previous loans, although the financial aid office was able to help some to work out payment plans.

Recommendations from the college support team include these: target a population group that can academically accomplish its goals; ask faculty to make recommendations about potential students; increase linkages with support services without overloading them; and offer summer seminars on anxiety and success in chemistry and biology.

Partnership: El Centro College Nursing Shortage Project

El Centro College is using alumni to develop model program to increase the number of ethnic minority and male students who enroll in and complete associate degree nursing (ADN) programs. Practicing minority and male alumni will help to recruit minority and male students and to mentor students currently enrolled in El Centro's nursing program. The project is expected to continue through the development of an Associate Degree Nursing Alumni Association. Mentoring training manuals will be available to other institutions.

Project Overview

This outreach program, conducted by minority and male practicing nurses, is designed to reach 200 area Tech Prep high school students to discuss the preparation needed for nursing careers. Campus-based career planning workshops for prospected nursing applicants target the needs of minorities and males.

A mentoring program for 50 minority and male students currently enrolled in the ADN program was developed. Mentors were selected on the basis of their positions, community service, grade point averages during school, and caring personalities. At an orientation, participants discussed responsibilities and mentors received resources.

Accomplishments

Fifty El Centro nursing students were linked with mentors, about half of whom were El Centro graduates. The mentors helped students adapt to college course work, offering advice and assistance with time management, study skills, and the difficult task of balancing work and school. The El Centro graduates were particularly helpful in advising students about student services at the college.

El Centro College
Dallas County Community College District
701 Elm
Dallas, TX 75202
President: Wright L. Lassiter, Jr.
Contact: Fela Alfaro, Associate Degree Nursing Instructor
214/746-2456
Fax: 214/324-7183
Grant amount: $10,000

Due to the extensive time necessary to select mentors and pair them with students, fewer introductory workshops and high school visits were conducted than had been planned. However, mentor/student/faculty teams did make presentations at two high school Career Days, and relationships with area high schools are strong.

Partners

Dallas/Ft. Worth Hospital Council
The Black Nurses Association
Dallas Concilio of Hispanic Service Organizations
Dallas Chapter of Hispanic Nurses
Chi Eta Phi
Dallas County Hispanic Health Coalition
Community Oriented Primary Care Clinic
Parkland Memorial Hospital

Overcoming Obstacles and Keys to Success

A significant obstacle was poor turnout among African-American students. Most have families and jobs, and many felt overwhelmed. Since the mentors were all nurses and work different shifts, it was difficult to plan activities for them to attend.

In addition, some students expressed dissatisfaction that the mentors were not faculty members who could help them more with specific course assignments. A plan to meet these needs is now in place.

What Followed

The activities begun with the AACC/MetLife grant are continuing in an expanded version. The mentoring opportunity will be offered to *all readmission students* who wish to participate, and two nursing faculty have been given stipends to provide several extra hours of service a week to the students. And to reach more high school students, the Dallas Independent School District and El Centro College are collaborating to establish a high school nursing club, which will inform students about career opportunities in nursing.

Minority High School Apprentice Program in Nursing

The number of minority students enrolled in 1990 in Florida Community College at Jacksonville's (FCCJ) nursing program was disproportionately low, compared to their numbers in the general population. In response to that situation and to local needs, FCCJ designed a project to recruit 24 minority and male high school students into a ten-week summer apprentice program in nursing. The expectation was that at the end of the summer session, the students would be employable as nursing assistants or they would be motivated to complete the prerequisite courses and enter the registered nurse program at the college.

Project Overview

The FCCJ summer experience, which included classes and a practicum, acclimated the high school students to the college campus. They learned about how to apply to college, about financial aid opportunities, and about study skills necessary for college coursework. They were given orientation to nursing careers through the involvement of two nursing student mentors who served as positive role models and helped build the confidence of the younger students. The first four weeks of the session included enrichment strategies and study skills instruction, and were followed by six weeks of nursing assistant curriculum, including clinical practice. Grant funds covered the costs for tuition, expenses, a small stipend for the enrollees, and a small salary for the nursing student mentors.

The apprentice program was partially successful. Only 16 students, rather than the projected 24, were recruited for the summer program. Of those, six did not attend for a variety of circumstances, including mandatory high school summer school. The experience of the ten students who remained can be classified a "qualified success" in that half of the target group chose to continue in some area of the allied health field. Two students registered for nursing prerequisites, one registered for hospital administra-

Florida Community College at Jacksonville
501 West State Street
Jacksonville, FL 32202
President: Charles C. Spence
Contact: Wilma Lauray, Nursing Department
904/766-6589
Fax: 904/632-3393
Grant amount: $9,050

tion, and two more became employed as nursing assistants in health care facilities. The remaining five students, who chose not to continue immediately in the allied health field, did show interest in pursuing a career in allied health in the future.

Obstacles and Keys to Success

Some students dropped out or were unable to join the FCCJ program for financial reasons or for other educational commitments; one left due to pregnancy. However, their interest in nursing as a career was heightened by the availability of the apprentice program.

What Followed

FCCJ was unable to continue the apprenticeship summer program beyond the grant period. However, the project director tracked the students for two years and reports that at least three of the original 16 high school students went on to complete a bachelor's of science degree in nursing.

Promoting Career Opportunities in Nursing to the Minority and Male Population at Galveston

Galveston College enrolls about 60 nursing students each year, most of whom remain in the community and become employed by local hospitals and health care agencies immediately after graduation. Even so, in 1990 Galveston faced a shortage of male and ethnic-minority registered nurses. Because of its commitment to meet employer's needs for qualified employees, Galveston College embarked on a plan to recruit males and minorities into its nursing program. In a special project that focused on outreach, mentoring, and follow-up, the college hoped to enroll ten such students.

Project Overview

The recruitment and retention project began with a get-acquainted activity at the college where current nursing students brought someone who met project criteria. Project initiators hoped to have at least 20 prospective students at the activity; in fact, 31 attended and 17 ultimately enrolled in the nursing or pre-nursing program. Faculty mentors shared experiences and feelings about nursing and explained many nursing career opportunities. Students and prospective students also shared their dreams and hopes about becoming nurses. By the end of the activity, a comfortable rapport and initiating bond had developed among the participants. Telephone calls and group lunches continued the relationships.

Next, nursing directors and staff nurses at St. Mary Hospital in Galveston shared stories about real-life nursing experiences. This activity established links between the nurses and the prospective students.

Subsequent activities continued the pattern with warmth and caring concern. Faculty and student mentors paid careful attention to the educational needs of participants so that they could receive appropriate guidance toward enrollment.

Galveston College
4015 Avenue Q
Galveston, TX 77550
President: Marc Nigliazzo
Contact: Viola Ruth Garcia,
Professor of Associate Degree Nursing
409/763-6551 ext. 370
Fax: 409/762-9367
Grant amount: $9,050

Accomplishments

As of May 1994, six students from this original group graduated from the associate degree nursing (ADN) program, with five already registered nurses and the sixth ready to write the licensure exam. Two more of the recruited students graduated in May 1994, and others of the group are at various levels of preparation for admission to the nursing program.

Partners

St. Mary Hospital

Student, faculty, and hospital nurse mentors

Resources Produced

Project report: *Promoting Career Opportunities in Nursing to the Minority and Male Population of Galveston,* by Viola Ruth Garcia. (ERIC ED 337 216)

Overcoming Obstacles and Keys to Success

The "I-care-about-you" approach of the student and faculty mentors and was key to program success. These mentors offered careful guidance so that individual educational needs were met. Recruited students made comments such as, "When I tried to enroll in a college year ago, I would have made it if I had received this kind of help and attention." The project faced no real obstacles and was highly successful. Its continuation is subject to funding.

What Followed

Several spin-off effects of the project were reported. One minority student mentor recurited her mother, who graduated from the program. The mother recruited her sister, who is well on her way to obtaining her ADN. Further, the college has noted an increase in the enrollment of minority and male students in the past two years. The project appears to have far-reaching effects, but resource and funding limitations have prohibited tracking the students.

Registered Nurse Shortage Project

Hocking Technical College, a two-year school in southeast Ohio, is about 75 miles from the nearest city. Since the minority population in the surrounding area is low, the college concentrated its efforts in Ohio's urban areas. The project aimed to recruit ethnic-minority and male candidates for the associate degree in nursing (ADN) program from among those currently employed as licensed practical nurses (LPNs) in hospitals and nursing homes.

Project Overview

The project held a number of receptions and information sessions at which successful Hocking alumni described the college's program, demonstrated the success and satisfaction that further education can bring, and encouraged prospective students to visit the campus. Recruiting activities were designed to be held in hospitals and nursing homes, particularly in the surrounding community. The graduates—both male and minority—used slides, brochures, and posters to promote the program. A program director organized and administered the project.

Accomplishments

Hocking's nursing program is a ladder concept that trains both LPNs and ADN students. Of the seven minority students and three additional male students, seven graduated from the ADN program.

Overcoming Obstacles and Keys to Success

The recruitment program, while moderately successful, faced several challenges. Some hospitals and nursing homes were reluctant to host receptions, since several other schools of nursing are located in their immediate areas. Others hesitated because of their concern about losing staff to return to college. While recruiters found it difficult to convince minorities to relocate to a small technical college

Hocking Technical College
3301 Hocking Parkway
Nelsonville, OH 45764
President: John J. Light
Contact: Nadine Goebel
614/753-3591 ext. 2205
Fax: 614/753-4097
Grant amount: $9,050

in rural Ohio, the school's outstanding statewide reputation weighed in its favor. Further, despite constraints on their time, graduates played a prominent role in the program's success. Although it was designed to be replicable, the project was not continued beyond the grant period.

Partners

Area nursing homes
Ross County Hospital

2+2 High School/College Nursing Education Program

In the past, 90 percent of Kauai high school graduates seeking to enter the Kauai Community College (KCC) nursing program scored below program entry standards on reading, math, and basic science competency—a situation requiring years of college-based remediation to correct. To improve entry and retention levels, the college entered into a 2+2 educational partnership with selected high schools, focusing on articulation, counseling, career awareness, decision making, and early admission. The project aimed to increase the number of graduating high school seniors prepared to enter the nursing program, to provide early admission to the college, and to increase student success in both general education and health occupations courses.

Project Overview

After obtaining support from KCC administration and administrative support from the Vocational Educational Office of the Department of Education, planners enlisted key high school personnel. At a coordinating meeting, high school and KCC faculty discussed articulation of curriculum, equipment, texts, and other academic issues related to the 2+2 program. Project funds helped upgrade for chemistry and math texts, supplies, and equipment. Chemistry curriculum changes were made for students interested in a nursing career. Articulation and early admission policies were developed, and KCC advised in selecting students for the 2+2 program and related activities. The effectiveness of program planning and early implementation was evaluated.

Materials to promote nursing as a profession were prepared and distributed to middle and high school students and parents. A career awareness program targeted all junior high science classes and high school algebra and geometry classes, and a high-school based Health Occupations Club was

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Grant amount : $7,583

formed. Teachers also received assistance with both activities and resources to orient them to nursing.

Partners

Kauai Community College administration
Nursing and science faculty and counselors
Department of Education
Grassroots instructional faculty and counselors

Resources Produced

Kauai Community College brochure
AACJC/Metropolitan Life Foundation Registered Nurse Shortage Project: Final Report. (ERIC 337 217)

Accomplishments

About 400 students were exposed to health-career exploration activities. More than 30 students participated in the special chemistry section, and 30 students joined the Health Occupations Club. Two students enrolled in the KCC early-admissions program the first year. Students benefited by increased awareness of both career choices and the community college nursing program resources and requirements. Those interested in health occupations could thus plan their studies to gain a better career focus.

Networking among high school and KCC faculty and administration promoted mutual trust as implementors worked together. The trust and cooperation built by the project enabled the partnership to successfully move into new Tech Prep initiatives.

Overcoming Obstacles and Keys to Success

Handling high school and community college articulation efforts proved was difficult, since faculty did not have release time in which to accomplish project tasks. No real institutional blocks arose, however, and substantial in-kind time and effort was provided by both the high school and community college. Trust and cooperation among the partners was enhanced by including grass-roots teachers and counselors in decision making.

What Followed

The project continued as a 2+2 High School-to-College Tech Prep program and provided the framework for receiving a two-year, $150,000 Carl Perkins Tech Prep award.

Language Enrichment for Nursing Students: LENS Project

LaGuardia Community College has a large nonnative-English-speaking population. While these students succeeded in general pre-nursing courses, they did poorly in applied nursing classes. Linguistic differences between these courses suggested that the problem lay not with the technical language, but rather with the everyday languages used in health and testing. These students also needed oral practice to better interact with patients in clinical settings. The project therefore linked the English-as-a-Second-Language (ESL) department with nursing in order to help students with limited English achieve success in the registered nurse program. Project goals included an improved pass rate for courses, improved student/patient communication in the clinical setting, familiarity with the everyday language of health, improved test-taking skills, and a higher number of nonnative speakers accepted into the nursing program.

Project Overview

Project activities began with visits to clinical sites and classrooms to collect authentic language samples. Two courses and corresponding materials were developed and paired with the first nursing course. A triage course, The Language of Nursing, included a five-week intensive focus on the language used in nursing classrooms, labs, and clinical experience. A Language Reinforcement Workshop followed and additional workshops offered insights to science and nursing faculty in working with nonnative English speakers.

Grants funded course development and materials, and administrative support allowed smaller-than-normal classes and available faculty.

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Internet:
gjolg@cunyvm.cuny.edu<Jack Gantzer>
Grant amount: $8,787

Accomplishments

An intermediate ESL for Science course, an advanced ESL-biological chemistry pair, and two more Language Reinforcement Workshops were combined with the second and third nursing courses. This entire program, the LENS project, helped prepare students for a number of health occupations.

Partners
Nursing and science faculty
Area hospitals

Resources Produced
In-house classroom materials

Fifty students enrolled in two intermediate ESL for Science courses each year, and the advanced ESL-biological chemistry pair enrolls 16 to 20 students. Students in the ESL for Science course do better than the general ESL nursing population. Students in the three Language Reinforcement Workshops have done as well as or better than native speakers. The state-funded LENS project serves as a model for other ESL programs and course pairs.

Overcoming Obstacles and Keys to Success

Skeptics argued that ESL students could not succeed in pre-nursing courses before completing language training. Administrators resisted offering credit for additional language courses, and students hesitated to take noncredit language courses. Further, ESL faculty were initially reluctant to teach ESL courses with a science content.

However, early success in the first Language Reinforcement Workshop and in the ESL-biological chemistry pair convinced many of the project's validity. A dedicated nursing faculty sought ways to include nonnative speakers among their successes, and an innovative ESL faculty worked hard to provide appropriate courses. Nonnative students themselves showed great determination to be admitted and to succeed in the nursing program.

What Followed

The LENS project continues with New York State Vocational and Technical Education Act funding.

Marshalltown High School–Marshalltown Community College Tech Prep Nursing Curriculum Project

To increase the number of students who enroll directly from high school into the Marshalltown Community College nursing program, the college developed a coordinated 2+2 Tech Prep nursing curriculum with Marshalltown High School. The project encourages students of this large, urban high school to consider nursing as a career and offers a Tech Prep nursing program that provides a transition to the nursing program at the community college. It also provides a structured curriculum leading to an associate degree in nursing.

Project Overview

The nursing faculty at Marshalltown Community College met with the high school faculty to develop a curriculum that could be implemented over an extended period of time. The faculty then helped revise the traditional curriculum. Necessary resources included release time for the nursing program coordinator, for college faculty to develop articulation competencies, and for high school and college faculty to meet.

Accomplishments

Geared toward high school students intending to pursue a career in registered nursing as well as students undecided about their career goals, the project served some 50 students in its first year. High school and college faculty have become interested in developing articulated courses, the articulation agreement was developed, and the 2+2 project was implemented. Other high schools in the area are also interested in developing an articulated curriculum.

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Grant amount: $9,700

Overcoming Obstacles and Keys to Success

Partners
Marshalltown High School faculty

Resources Produced
Tech Prep brochure

The project faced resistance to articulated courses from some instructors, contradicting ideas on which courses to articulate, and disagreement on who would teach these courses. Further, the high school changed administrators during the developmental stages of the project. Project success can be attributed to support from both high school and college administrators and willingness of faculty to develop the courses. State-level interest in Tech Prep education also was a factor in the project's success.

What Followed

The project continues, supported by general funds from Marshalltown Community College.

Multiple-Entry Nursing Career Ladder

With a 12 percent vacancy rate in agency nursing positions in 1991, Rochester needed more nurses. Few minority students were entering nursing programs, although a pool of potential applicants existed at the Biosciences and Health Careers Academy, a local high school. While the community had many licensed practical nurses (LPNs), relatively few entered the associate degree in nursing (ADN) program. These LPNs could be brought into the registered nurse workforce in less than two years.

Enhancing career mobility via a career ladder provided a way to prepare nurses to meet changes in the health care delivery system. Monroe Community College (MCC) implemented a multiple-entry nursing career ladder program, supported by appropriate retention strategies. The ladder articulates with the eleventh grade of a special school or begins at an accredited LPN school, progresses through the ADN program, and culminates in bachelor of science in nursing (BSN) matriculation. There is advanced placement in higher level nursing programs for LPNs and ADNs based on institutional validation of curricula.

Activities and Development

Start-up activities began with informing the nursing community and the public about the multiple-entry nursing career ladder. Local hospitals supported the project, and their vice presidents of nursing served on the steering committee, along with other community nurse leaders, nursing program chairs, selected faculty, and the program coordinator of the Bioscience and Health Careers Academy, who advised on implementation.

During the development phase, faculty of the LPN school, the ADN school, and the BSN school validated curricula. A coordinated 2+2 high school-to-ADN curriculum for grades 11 to 14 was plotted. Three articulation agreements were written, and a high school pre-nursing orientation and two program bridging courses—one for

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Grant amount: $7,831

LPN to ADN and one for ADN to BSN—were developed.

Next, implementation got underway as counselors from participating schools were oriented to the career ladder. Recruitment, academic counseling, registration, and use of retention strategies began. The Bioscience and Health Careers Academy helped organize a career-awareness program to encourage minorities to apply to the nursing program. Further plans included providing college orientation, study skill information, peer tutoring, and other retention strategies.

Partners

St. John Fisher College
Isabella Graham Hart School of Practical Nursing
Rochester General Hospital
Benjamin Franklin High School's Bioscience Health Careers Academy
Rochester General Hospital
Highland Hospital
The Genesee Hospital
Monroe Community Hospital
St. Mary's Hospital

Project funding supported an information workshop and provided stipends for faculty to develop orientation and bridging courses and to validate curricula.

Accomplishments

St. John Fisher College, a liberal arts school, sought to establish a supply of applicants for its registered nurse-to-BSN completion program. Its department of nursing agreed to abolish testing to validate lower-division competencies and engage in a process of faculty validation of curricula. Since both the ADN and the BSN programs taught a common core of nursing knowledge, the school now admits MCC graduates as full juniors.

Rochester General Hospital, used for ADN clinical experience, also sponsors the Isabella Graham Hart School of Practical Nursing, a National League of Nursing (NLN)-accredited school. Graduates from this program who entered MCC's nursing program were required to validate their knowledge through testing. Faculty from the LPN and the ADN programs agreed to meet to validate that the LPN program and the first course in the ADN program taught a common core of knowledge, with the goal of eliminating validation testing.

Each year, the high school-to-ADN articulation agreement affects about 15 students and provides career counseling and guaranteed admission of prepared minority students to the ADN program. The LPN-to-ADN articulation agreement can benefit 60 students, while about 100 students should benefit from the ADN-to-BSN agreement. The retention strategies piloted in this project have been continued for all students admitted under the articulation agreements and expanded to other student groups as well.

Overcoming Obstacles and Keys to Success

Enthusiastic participants were willing to break with tradition. The AACC/MetLife grant served as an impetus for faculty to undertake the summer work necessary for the project.

What Followed

All aspects of the project have been continued, with no additional funding needed. The model is considered exemplary in the New York State, and a statewide articulation program is now being considered.

Three other BSN programs requested articulation agreements with MCC's ADN program. The four BSN programs in the community also developed articulation agreements with two other regional ADN programs, and these ADN programs developed articulation agreements with regional LPN schools. In 1992, the NLN publicly agreed that validation by testing is no longer necessary to maintain accreditation. Perhaps, in small part, this region's "hot spot" of collaboration, along with projects in Maryland and Colorado, led to this change.

Accelerated Curriculum: LPN to RN

Lea County, New Mexico, an underserved nursing area, had a critical shortage of registered nurses (RNs). To help meet community needs, New Mexico Junior College embarked upon a program to help licensed practical nurses (LPNs) complete their RN degree in ten months. Since the LPNs in the area were already working, they needed a program that would build upon their knowledge and skills and avoid unnecessary repetition. Consequently, the college sought to modify the existing sophomore curriculum and design a self-paced modular transition course that could be completed at home or at the college using a television and VCR prior to entering the RN degree program.

Activities and Development

First, the area's hospital-based LPN program and the college developed articulation agreements. Project faculty assessed the LPN program and analyzed the nursing curriculum to determine which areas should be accelerated. They also organized a three-week summer transition course. Faculty with expertise in specific contact areas videotaped their portions of the course, and procedures for student access to program materials were also developed. Commercial cameras were used in the video production, and faculty received stipends for assessing content areas and preparing the presentation.

The faculty developed and filmed 20 instructional videotapes containing the required transition content, and instructional modules were developed to coordinate the tapes. A test block of 361 questions was developed for use on the college's mainframe computer.

Program staff worked closely with area health care institutions to recruit candidates and develop cooperative retention activities. Students then checked out materials, and dates for computerized testing were individually arranged. Finally, outcome assessments were completed.

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Contact: Joyce Gombar,
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Grant amount: $8,774

Accomplishments

Partners
Local hospital and nursing agencies

Resources Produced
Videotapes for NMJC programs

Students entering the accelerated program through the telecollege or home VCR could remain in their distant communities and remain on their jobs while advancing in the nursing program. The accelerated students performed better academically than their non-acceleration peers, and also gave a 100 percent satisfaction rating for the nursing program, compared with an 80 percent rating from students not in the accelerated group.

The program was initially designed for 15 students, 14 of whom graduated and passed the National Council Licensure Exam (NCLEX-RN) the first time; since then, it has served 49 more. RNs who completed the program in ten months have been actively recruited for regional health care facilities. Consequently, they are remaining in the area and helping reduce the nursing shortage. They are also successfully promoting this program in the facilities where they are employed.

Overcoming Obstacles and Keys to Success

Without the help of the college's development office, the nursing faculty would not have been aware of the grant opportunity. Accurate assessment of LPN needs and the faculty's dedication to the project greatly enhanced its success, and program staff worked closely with area health care institutions to recruit candidates and develop cooperative retention activities. Local hospitals and nursing agencies cooperated fully and arranged time off and flexible schedules for their employees.

What Followed

Because of the program's success, the college has assumed the funding to continue it and to update program materials.

An Individualized Curriculum To Promote Mobility from the LVN to RN Role Without Duplicating Competencies

Licensed vocational nurses (LVNs) enrolled in North Harris College's associate degree nursing (ADN) program showed a wide disparity in their knowledge and competencies. Unnecessary duplication of course work and inadequate help for existing deficiencies underscored the need for an individualized curriculum that recognized the formal education and experiential knowledge of these students. Ten learning activity packets (LAPs) replaced the first three semesters of the ADN program, thus reducing completion time, decreasing financial demands, and supplying registered nurses (RNs) to meet community health care needs in a timely manner.

Project Overview

The program began with curriculum review and development as it identified skills and competencies used by practicing LVNs, compared these with the first three ADN courses to identify course deficiencies, and developed ten LAPs. These activities included pre- and post-tests, specific objectives, required nursing skills, learning resources, individual exercises, and clinical activities. The curriculum was then approved by college and state officials. Faculty who had taught the LVN transition course served as mentors for new faculty, and the school provided pre-enrollment advising and diagnostic testing.

The project required release time for eight faculty curriculum writers, clerical assistance, administrative support, project coordinator, printing, and computer software.

Accomplishments

Project evaluations showed higher enrollment and retention rates for students involved in the LVN to RN transition. In 1992, 22 students enrolled in the LVN

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Grant amount: $8,682

transition program; the number increased to 41 in 1993, suggesting the value of flexibility and meeting individual needs. Most students completed the program in three rather than four semesters; entry options increased from once to twice a year; and more faculty now teach the course. The program has also influenced a possible revision of the district's LVN and ADN programs to articulate the LVN student directly into the second year of the ADN program without a transition course.

Partners

Nursing Education Advisory Committee
College district curriculum office
Huntsville Memorial Hospital
College LVN and ADN programs

Resources Produced

Nursing Transition: An Individualized Course to Promote Mobility from the LVN to the RN Role. Registered Nurse Shortage Project. Final Report, by Marcia Irwin and Marianne Malague. (ERIC ED 354 030)

Overcoming Obstacles and Keys to Success

Challenges included a shortage of qualified faculty to teach the summer course and difficulty in finding RNs to mentor LVN transition students during the clinical experience. Some faculty had reservations about using individualized learning as opposed to the traditional ADN syllabus. However, faculty from all clinical specialties contributed to the development of the LAPs, which used computer simulations to support the individual instruction. College ADN and LVN programs collaborated in advising potential transition students, and community health care agency staff supported the faculty and students.

What Followed

With the completion of the curriculum revision, the ADN curriculum committee and faculty continue to refine the transition course. The long-term goal is to provide direct articulation between the district's LVN and ADN programs.

LPN to ADN: A Partnership between Baptist Medical Center of Oklahoma and Oklahoma City Community College

Interviews of 62 potential nursing students from Baptist Medical Center showed that half of the interviewees would not venture to a campus to inquire about returning to school and that they strongly exhibited a lack of belief in themselves and their ability to return to school because of age, family, or educational history. As a result, Oklahoma City Community College sought to provide off-campus nursing courses at Baptist Medical Center to encourage these potential nursing students and to increase the number of practicing RNs in the area.

Project Overview

Prerequisite courses for nursing were established at Baptist Medical Center. The Oklahoma Board of Nursing was consulted during the development of an agreement, an advanced-standing policy and procedure, and a curriculum pattern for the off-campus students. Nursing board representatives, while supportive of the program, indicated that offering an off-campus nursing course would require more nursing faculty. Such staff are being sought. Baptist Medical Center provided facilities and administrative coordination for the project. The program was directed by a coordinator with some clerical support, and the college provided additional resources.

Accomplishments

Approximately 20 of the original interviewees now attend the prerequisite courses at the hospital. This on-site course work has motivated many people to obtain or continue higher education.

Overcoming Obstacles and Keys to Success

Approval for expanded, off-campus nursing classes by the Oklahoma

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Oklahoma City, OK 73159
President: Robert P. Todd
Project Director: Barbara Patterson, Professor of Nursing
Contact: Anita Jones, Dean of Nursing
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Grant amount: $9,700

Board of Nursing is on hold because of increased enrollment combined with a shortage of nursing faculty and funds. However, prerequisite courses have continued, and cooperation from Baptist Medical Center's administrative staff has been positive. Unfortunately, funding and staffing have not been available to facilitate the on-site offering of course work for the entire nursing program.

Partners
Baptist Medical Center of
Oklahoma

Recruitment and Retention of Native American Women and Men in a Reservation Associate Degree Nursing Program

Recognizing the significant need for nurses in rural South Dakota and the role that a tribal college can play in helping to meet those needs, Presentation College designed a special recruitment and retention project for Native American students in associate degree nursing (ADN). The project goal was to increase the retention rate among nursing students by 10 percent. Leaders confronted the major problems affecting retention—alcoholism, spouse abuse, and lack of child care—and then implemented services to address those problems.

Program Overview

To tackle the retention issues, the college first placed a full-time counselor on the reservation site. The counselor worked with 20 students on a regular basis and with 15 students who had special needs, and used intervention strategies that were designed for substance abuse and spouse abuse situations. A child care program was established in hopes of keeping students with children in the program.

Presentation College also developed a videotape to recruit traditional college-age students, especially males, into the nursing program. The video used testimonials of Native Americans who previously graduated from the college's ADN program. Catholic nuns also used the film in their work in small reservation communities.

Accomplishments

During the first semester of the project, six students indicated that they might have to drop out of classes due to pressures at home. As a result of counseling, only one student quit. The combination of the child care service and the on-site counselor resulted in a 19 percent retention rate increase. Slight gains in nursing student enrollment were

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Grant amount: $8,837

attributed to the use of the recruitment film in the first year.

Partners
Area Catholic nuns

Obstacles and Keys to Success

The child care program initially was not as successful in affecting retention rates as the project leaders hoped because few students took advantage of the service at first. Faculty were convinced that the weekly fee was one obstacle. The project did establish a model for student services that would serve students on a reservation.

Paramedic Bridge Nursing Project

Professionals with dual nursing/paramedic degrees are critically needed to provide emergency care in this rural area of northeastern Oklahoma, which has a large Native American population. This project broadens the pool of nontraditional students entering the associate degree nursing (ADN) program as Rogers State College (RSC) develops, implements, and markets a bridge course for paramedics who desire to become registered nurses (RNs).

Project Overview

A consultant worked with the joint paramedic/nursing advisory committee to make recommendations for the course. The nursing faculty approved both the admissions criteria and admissions packet, and two marketing fliers were mailed to emergency medical services (EMS) students and area EMS providers. Curriculum development included identification of general content and credit-hour composition, with special student advisement sessions scheduled during fall semester. Approval for the nursing bridge course is being sought from the Oklahoma Board of Nursing and the Oklahoma State Regents for Higher Education. Student recruitment plans and curriculum packets are underway, and paramedic students have shown considerable interest in the course.

Accomplishments

The model curriculum and bridge course to facilitate career mobility was completed in spring 1995, resulting in first-year enrollment of three paramedics and one readmission nursing student. The bridge course increases the sophomore generic nursing class by 8 percent, including one male student. All bridge students did well in the course and anticipate entry into Nursing III during Fall 1995. The bridge course included feedback sessions that allowed for more informal student dialogue concerning their apprehension about the role change from paramedicine to nursing. It also significantly improved understanding among the

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Will Rogers and College Hill
Claremore, OK 74017
President: Richard H. Mosier
Contact: Linda Andrews, Director, Health Sciences Division
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Grant amount: $9,080

nursing and paramedic faculty as to differences in the scope of practice of each discipline. The course received excellent publicity as the topic of a local television program episode, broadcast over a 50-mile radius on 80 cable systems.

Partners

Claremore Indian Hospital
Childrens Medical Center
Claremore Veterans Center
Claremore Regional Hospital
Franciscan Villa
Hillcrest Medical Center
Parkside Mental Health Agency
Saint Francis Hospital
St. John Medical Center
Tulsa Regional Medical Center

Overcoming Obstacles and Keys to Success

Recruiting qualified students posed the greatest challenge to the program, although time constraints were considerable. The college required certain prerequisites or an appropriate testing placement score before admission into the bridge class. Most students work full time and have family responsibilities, and many did not graduate from high school or pursue an academic program there. To address this problem, the college offered bridge students access to all its available resources to help prepare them for the advanced placement studies. Practicing paramedics with prior college credit could complete general education requirements fairly quickly, and licensed practical nurses (LPNs) were also admitted to the first bridge course. Efforts to recruit students and promote their success continue with visits to employment sites, special advisement sessions, frequent contact, tracking, and much encouragement.

What Followed

Growing interest in the course suggests that up to ten students will enroll in the next session, and the summer ADN program for LPNs has been merged with the nursing bridge course. This action makes better use of the nursing faculty, minimizes delays for LPNs, and increases enrollment in the bridge course.

Recruitment and Retention of Native Americans in Associate Degree Nursing

Salish Kootenai College (SKC) sought to increase the numbers of Native American registered nurses (RNs) providing health care to the Native American population of Montana and the northwest mountain states. Project efforts targeted licensed practical nurses (LPNs), non-traditional adult learners, second-career students, and high school and middle school students on reservations in rural Montana and the northwest mountain states.

Project Overview

The project identified prospective Indian students for nursing preparatory, pre-nursing, and nursing curricula. The nursing program director, a nurse recuriter, and a program mentor carried out project activities that included the production and distribution of recruitment materials, development of a network of resources for students regarding nursing careers, and direct student contact by college staff.

The college offers information seminars for adult learners quarterly on the SKC campus and twice each year on ten Montana and regional reservations. Recruitment efforts also included a workshop, "Pathways to Health Education," that addressed topics such as nursing careers and education, how to prepare for health occupations, how to obtain financial aid, budgeting and planning, and available scholarships. Separate tracks for students and advisors/counselors used an underlying Indian cultural theme that described a holistic approach to nursing as a career.

The college developed articulation agreements with other tribal colleges and four-year schools. Coordination of academic financial aid packages, support services such as food stamps, family assistance/welfare, child care, housing, and transportation were an integral part of project activities. An advisement, counseling, and monitoring network provided advisors and tutors and carefully tracked students. Brown-bag lunches, nursing-student-organization meetings, and small-group and one-on-one mentoring

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Grant amount: $9,050

also helped to build a supportive environment.

The grant funded nursing students as peer advisors and covered travel expenses, printed materials, refreshments, and videotape production and equipment.

Partners

Confederated Salish and Kootenai Tribes of the Flathead Nation
St. Luke Community Hospital and Nursing Home

Resources Produced

Publicity materials and video
Salish Kootenai College Project for Recruitment and Retention of Native Americans in Associate Degree Nursing. Final Report, by Jacque Dolberry. (ERIC ED 337 218)

Accomplishments

Response to recruitment efforts was overwhelming, and word-of-mouth publicity became as effective as organized media marketing. Thirty-five students and ten advisors attended the "Pathways to Health Education" workshop. SKC's nursing support network greatly enhanced student retention, and five students attended the six-week pilot summer enrichment program. The project greatly exceeded goals by recruiting 11 LPNs, 75 adult Indian students, and 30 Indian students from grades four through 12 into nursing preparatory, pre-nursing, and nursing curricula. Of these, all 11 LPNs satisfactorily completed course work, 25 adult learners were retained, five of the high school and middle school students on the Flathead reservation enrolled in nursing orientation workshops, and all are enrolled in math and science classes.

Obstacles and Keys to Success

The project could not hire a recruiter and program mentor until the middle of the grant year, which delayed some activities. For example, the recruiter was unable to travel to all reservations in Montana. However, grant travel funds were used to bring prospective students and college pre-nursing advisors to SKC for the "Pathways to Health Education" workshop.

What Followed

The college plans to admit, enroll, and graduate 25 Indian students each year and expand summer programs for all students. It will also assist other tribal colleges in replicating the recruitment and retention network. SKC was selected to host the 1992 Indian Nursing Student Conference.

I've Got the Career for LIFE: Production of a Nursing Recruitment Video Targeting High School Students

Local cooperative efforts between four high school districts, three acute-care hospitals, and Santa Barbara City College were aimed at recruiting and retaining under-represented high school students into the college's associate degree nursing (ADN) program. As part of a successful, externally funded 2+2+2 nursing program, this project produced a series of innovative recruitment videos targeted to young audiences. The videos depict the importance and rewards of an ethnically balanced population of health care providers in a culturally diverse city. It also provides an inspirational view of entry-level nursing positions and illuminates further career options. The recruitment videos offer specifics for local use, and a generic set was developed for distribution to other colleges.

Project Overview

The project staff, a script writer, and a film director worked closely together to produce the story board, obtain the necessary legal photographic releases, and establish a written shooting schedule. Then, the film footage was developed and edited to a rough cut, and music scores were selected. After obtaining legal rights for creating titles, these were also added to the film.

Accomplishments

The video, *I've Got a Career for Life,* was produced in 1991 and since has been distributed to eight area high schools and community colleges. Career counselors use the video to reach a population interested in nursing.

Overcoming Obstacles and Keys to Success

Producing a fast-paced video with appeal to teenagers and keeping within a limited budget posed the greatest challenge. However, an

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Grant amount: $9,050

excellent film director, college administrative support, a project coordinator, a hospital medical services department, and a local high school theatre arts department all helped to make the project a success.

Partners

Santa Barbara City College
Santa Barbara High School District
Santa Barbara County Schools
Regional Occupational Programs
Carpinteria School District
Three area hospitals

Resources Produced

Video: *I've Got the Career for LIFE*
Producers: Jamie Guillermo and Diana Sloane
Writer/Producer: William Greenelsch

Seminole Community College Nursing Project

While Florida's Seminole County has 13 percent minority residents, the Seminole Community College (SCC) Associate of Science degree program had only 8 percent minority students. This project served as a pilot, both to increase the number of registered nurses and to recruit minorities into the program. The project focused on the development of a coordinated 2+2 high school/college nurse education curriculum at a local high school with a high minority enrollment. The curriculum, which encompasses grades 11 through 14, encourages nursing as a career while offering a structure that can lead to an associate degree in nursing.

Project Overview

Project activities included early identification of interested minority students, individual guidance, and opportunities for students and families to visit SCC. Seminole High School provided access to sophomore, junior, and senior students and provided space for counseling. Students also attended a Health Career Fair Day. SCC provided nursing faculty who worked part-time on site at the high school for several hours each week to recruit students for and disseminate information about nursing and other health-professions programs. In addition, SCC assisted in the development of a new Health Service Occupations Program—the Health Academy—at the high school. Faculty involvement proved to be an invaluable resource for the project.

Accomplishments

The high school's Health Academy, open to all county high school students, has been a great success, and 150 students enrolled the first year. In addition, the high school and community college have continued to work together.

The project continued and provided the seed money for the college and

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Sanford, FL 32773
President: Earl S. Weldon
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407/323-1450
Fax: 407/328-2011
Grant amount: $9,388

the county to start the Health Academy.

Partner
Seminole High School

Overcoming Obstacles and Keys to Success

Faculty-to-faculty interaction, a good relationship with the high school faculty, and the support of community college and high school administrators all contributed to the success of the project.

LPN/RN Upward Mobility: A Prior Experience Model

In an effort to improve the upward mobility of licensed practical nurses (LPNS), Spokane Community College developed a process for assessing prior experience and establishing the criteria for awarding credit for that experience. The model would provide LPNS with a structure to move into registered nurse (RN) work without costly repetition of prior learning.

Project Overview

The college created a joint task force with the Northeastern Washington Hospital Council to help focus the project activities. A LPN needs questionnaire was created that revealed, among other things, that a clear majority of LPNS must continue to work while attending school and that class times must be flexible in order to meet the nurses' schedules. In addition to the local surveys, two Spokane nursing faculty made site visits to exemplary community college LPN-to-RN mobility programs at North Harris College in Texas and Pima Community College in Arizona. The visits provided opportunities for interaction with both faculty and nursing students.

Accomplishments

A model was developed that calls for students to complete four non-nursing courses, to pass the National League for Nursing (NLN) Nursing Mobility 1 test, to work in a clinical setting as an LPN for a minimum of three years, and to document at least 800 hours of work experience as an LPN in the past year. It includes the creation of an individualized program of study with a nursing learning consultant. The consultant would help the student plan a program of study to correspond with college requirements as well as NLN and State Board of Nursing requirements.

Based on an existing associate degree (AD) program accredited by NLN, the model could be replicated easily in any AD program with national standards in place.

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Spokane, WA 99207
President: James H. Williams
Contacts: Linda Hoogendijk and Carol Nelson
509/533-7042
Fax: 509/533-8052
Grant amount: $9,685

What Followed

Once the model was developed, it was implemented with the help of a small grant from the Education Division of the State Board for Community and Technical Colleges.

Partners

Northeastern Washington Hospital Council
North Harris College
Pima Community College

LPN to Associate Degree Bridge Course

Licensed practical nurses (LPNs) returning to school in Oregon to obtain an associate degree often had gaps in their knowledge about new developments in nursing. These gaps put them at academic disadvantage. To bring those LPNs to the same knowledge and skill levels as other students and to assist and prepare upward-mobility LPNs to enter the second year of its associate degree registered nurse (RN) program, Umpqua Community College implemented a bridge course. This 44-hour summer course encompasses seven major professional topics and included key hospital-assigned RNs to act as preceptors to update/upgrade the knowledge and skills of LPNs who enter the program in the fall term.

Project Overview

The project staff researched the transition from LPN to RN, determining both the areas of usual knowledge and LPN skill deficits. A suitable course of study was designed to bridge the gap. The college informed returning LPNs of this bridge course, which was required prior to the beginning of the fall term. To show their commitment, local hospitals recommended tuition-reimbursement plans for participating LPNs. The project used the services of a single faculty person.

Accomplishments

Seven students were served in the first 44-hour bridge course, which covered such topics as nursing diagnosis, nursing care plan, physical assessment, medication, theory, and the RN role versus the LPN role. The bridge course has reached its objectives, since LPNs coming into the associate degree program now do so without knowlege deficits.

Overcoming Obstacles and Keys to Success

Project success resulted primarily from student and faculty interest and AACC/MetLife grant funds. A modified program continues.

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Roseburg, OR 97470
President: James Kraby
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Director, Health Occupations
503/440-4613
Fax: 503/440-4637
Grant amount: $1,558

Nursing Tech Prep Career Ladder Completion Project Emphasizing Minority and Male Success

Minority (7 percent) and male (6.5 percent) enrollment in the nursing program at Washtenaw Community College (WCC) did not reflect the percentage of minority (14 percent) or male (45 percent) enrollment at the school. Further, the nursing program had an attrition rate of 30 percent. Faculty believed that the high attrition rate resulted from inadequate science and math preparation at the high school. WCC sought to design a program that would address these situations.

Project Overview

The college developed a coordinated 2+2 Tech Prep/Associate Degree curriculum in cooperation with a local high school, with input from college faculty and staff, high school faculty and staff, and hospital nursing staff. The curriculum will lead to an associate degree in nursing. WCC then developed a plan to support the curriculum with regular after-school study sessions at WCC for eleventh- and twelfth-grade students. Finally, to give students both a financial and a career incentive, it helped place program participants in part-time employment in local hospitals. WCC targeted its recruitment activities toward minorities and males at a local high school with high minority enrollment.

The high school's principal and counselor both served on the project advisory committee, and the counselor worked directly with nursing faculty to develop a curriculum path and to advise students. The project's primary resource was faculty time at the college and counselor time at the high school. The project was designed to serve Washtenaw County's Tech Prep students.

Accomplishments

The project developed a publication, *Curriculum Path to an Associ-*

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Ann Arbor, MI 48106
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Fax: 313/677-5437
Grant amount: $9,050

ate Degree in Nursing, that is geared to high school students and shows which high school courses will lead into the nursing program.

Partners
Local high school

Resources Produced
Curriculum Path to an Associate Degree in Nursing

Overcoming Obstacles and Keys to Success

Clearly defining and communicating the necessary level of high school preparation for entry into the nursing program posed the greatest challenge. High school faculty and counselors needed to be convinced that academic course work was more important than nurse aide peparation.

The most important aspects of the project's success resulted from nursing faculty members spending time at the high school working with high school counselors, faculty, and students, and from high school counselors spending time on the college campus.

What Followed

Three years after the completion of the AACC/MetLife grant, key project personnel are working with local administrators to incorporate project materials and concepts into current School-to-Work initiatives.

Wytheville Registered Nurse Shortage Project

In the 1980s, a critical shortage of nurses throughout rural southwest Virginia threatened to diminish the quality of patient care. During this time, Wytheville Community College (WCC) realized the importance of establishing career ladder pathways from licensed practical nursing (LPN) to associate degree nursing (ADN) to bachelor's degree registered nursing (RN). They determined to address both needs in a single project by developing a secondary school curriculum that would allow practical nursing graduates to enter WCC's nursing program with advanced standing, that would require a minimum of content redundancy, and that would offer opportunities for enhanced training. The project would provide a means for upward mobility and increase opportunities for minority populations to complete the ADN program.

Project Overview

Faculties from the two LPN programs in the college's service region met with the faculty of the college RN program to identify correlations and gaps between first-year RN program content and the LPN program. The faculties recommended an appropriate bridge course for LPN students to complete before they entered the second year of the RN program. The faculties also drafted an articulation agreement detailing the procedures and standards required for the LPN students to enter the RN program. Recruitment began, and, two years later, the first group of students was admitted to the bridge course.

Development of program content areas required considerable faculty time and effort. Expenses included travel to meetings and conferences and preparation of recruitment and information materials

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Wytheville, VA 24382
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Director: Louise B. Compton,
Program Head, Nursing
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Dean of Instruction and
Student Services
540/223-4700
Fax: 540/223-4778
Internet:
wcsuart@vccscent.bitnet
Grant amount: $7,681

Accomplishments

The articulation agreement created a career path for LPNs to become RNs with a minimum of time and redundancy. Other allied health programs—particularly dental assisting and dental hygiene—are considering comparable arrangements. Seven students completed the first bridge course, and more than 15 students expressed interest in the following session. An anticipated 10 to 15 students will take part in the course each year, and extended opportunities to other PN programs could further increase the pool of participants.

Partners

Secondary school practical nursing programs

Resources Produced

- Recruitment brochure for middle and high school students
- Informational brochure for practical nursing graduates
- *The AACJC/Metropolitan Life Foundation Registered Nurse Shortage Project at Wytheville Community College. Final Report and Executive Summary*, by Terrance E. Suarez (ERIC ED 337 219)

Overcoming Obstacles and Keys to Success

The nursing faculties exhibited a natural reticence to share course content and depth, and securing approval from the Virginia State Board of Nursing required effort, as did student recruiting. However, a growing awareness of the critical need to provide viable career opportunities and to nurture the existing population of nursing professionals quickly overcame any minor obstacles.

What Followed

The bridge course became an integral part of WCC's curriculum and continued with support from the college's operating budget.

Community Outreach

Rural Health Assessment and Screening Project

The associate degree nursing (ADN) and science department students and faculty at Copiah-Lincoln Community College in rural Mississippi are providing health assessment and screening to a variety of clients at selected sites in the college's seven-county district. Targeted groups to receive the screening include middle to older adults, children, and adolescents. The project combines resources from community agencies, gives referrals to those agencies, and submits written reports and research information to them. The project seeks to increase awareness of community resources and wellness activities as it strengthens community partnerships to encourage healthier citizens.

Project Overview

Planning was carried out with school principals, hospital personnel, home health agencies, nursing faculty, science teacher, and the college project director. A schedule with dates and locations of health assessments and screening was established, followed by planning meetings with nursing students to discuss assignments and take a pretest. The screening was advertised in county papers, radio, churches, posters in businesses, and at school and community activities.

Educational materials and lab supplies were obtained, and faculty participated in the Nursing Education '95 conference to learn more about collaborative community relationships, specialized nursing education, multidisciplinary work groups, rural health care, and other issues. Transportation was secured for students to serve at screenings at high school health fairs and Saturday screenings at local shopping areas or sports events.

Accomplishments

More than 1,500 people attended the health fairs, held at 12 locations. Many people were diagnosed with elevated cholesterol levels, and a fair number showed elevated

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Assistant Director
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Grant amount: $10,000

glucose and blood pressure levels. Letters were sent to each participant with lab results and related educational materials.

Overcoming Obstacles and Keys to Success

Afternoon screening made it difficult for students and teachers to wait half a day with nothing to eat or drink before blood was drawn. Many teachers needed to be reminded the day before the screening. Midweek high school locations were not as inviting as the Saturday events.

Participants had positive comments about the clear and informative educational information, and especially the free services. The project was well-received, with many suggestions to hold it more often, and compliments praised the "great workers" and "friendly staff" even though many disliked needles and having blood drawn. Key factors were the willingness of several local physicians to participate in the project and the use of students to serve their own home communities.

Partners

Lawrence County Home Health
Mississippi Methodist Rehabilitation Center Home Health Agency
Central Mississippi Home Health
Van Winkle Home Health
South Mississippi Home Health
Mississippi Department of Health
Kings Daughters Hospital
Hardy Wilson Hospital
Magee General Hospital
Simpson General Hospital
Lawrence County Hospital
Franklin County Memorial Hospital

Mobile Nurse Managed Health Center

Northern Virginia Community College (NVCC) has developed the Mobile Nurse Managed Health Center (MNMHC) program, a community-based clinical practice that incorporates service learning as a structured part of nursing curricula as a strategy to address the nursing shortage in community-based settings. This model, the first of its kind in the nation, demonstrates the value of implementing differentiated practice among three professional levels of nurses: the associate, baccalaureate and nurse practitioner. Limited primary-care services, health assessments and health promotion, and disease-prevention activities are provided to underserved, high-risk, special populations in northern Virginia, including many new immigrants. The AACC/MetLife project supplements activities supported by the *Learn and Serve America* program.

Project Overview

The first three months of the grant period, which began in January 1995, were devoted to planning meetings that included the project director, the program head for nursing, and other members of the college staff. Advisory committee members were designated, and roles and responsibilities of partners, faculty, and student participants were outlined. The committee discussed the scope of services for students from all program disciplines and ways to make a mobile van fully operational. Barriers to the operation and solutions to overcome these barriers were also identifed. Frequent, individual meetings with key partners included tours of facilities and final inspection of the mobile van donated by the American Lung Association. Members of college staff, program heads from the health technologies division, and nursing faculty often attended.

Program faculty devoted much time to refining clinical objectives related to the MNMHC program and redesigning curriculum to focus on community-based service learning. Faculty and student participants were identified, the scheduling accomplished, and all necessary contracts for nursing program students were made final. Cooperation among program heads played an essential role in planning.

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Annandale, VA 22003-3723
President: Richard J. Ernst
Contact: Charlene Connolly,
Chair, Health Technologies
703/323-3426
Fax: 703/323-4576
Grant amount: $10,000

The AACC/MetLife grant funded faculty professional development, consultation services targeted to the operation of the MNMHC, and release time for curriculum development.

Accomplishments

A number of community-impact objectives have been reached. Service site selections have been assessed and four major centers identified—low-income housing projects, elderly housing, homeless shelters, and senior and community centers. Additional sites currently being negotiated include county and private ambulatory-care clinics. Requests for the MNMHC services have been received from neighboring counties, corporations, and other community agencies. The community has been overwhelmingly receptive to the MNMHC.

Partners

George Mason University
American Lung Association
American Lung Association of Northern Virginia
Fairfax County Health Department
Fairfax County Area on Aging
Fairfax County Department of Recreation & Community Services
Fairfax County Department of Human Development
Reston Interfaith Agency
Prime Care
PHP Health Care Corporation
INOVA Health Care System
Medical Development International
Reston Hospital
Arlington Public Health Department
Northern Virginia Family Services
Two major for-profit organizations
Marymount University

Participant accomplishments include the definition of roles and responsibilities, refining clinical objectives, and redesigning curriculum. The new curriculum enhances leadership abilities related to problem solving, decision making, delegation, case management, and referral services. Staff scheduling and rotations were developed, and students underwent a physical assessment course. A complete orientation to community-based care, behavior modification, health promotion and disease prevention, and critical reflection activities associated with the service learning experience have also been developed.

The new curriculum builds upon a foundation of differentiated practice roles among three levels of nursing and between allied health sutdents. The program has negotiated with several universities to increase the number of nurse practitioner students using the MNMHC as a clinical practicum. Strength of partnering has greatly exceeded initial expectations, the number of partners has grown, and unexpected collaboration opportunities have developed. An MNMHC Advisory Committee has been developed, and all members have demonstrated commitment to the project through funding, consultation services, practice-site referals, or assistance with hiring professional staff.

Ongoing fund-raising efforts that target several major corporations and foundations in the Washington, DC, metropolitan area have resulted in several successes. The commitment of the college's education foundation to support the project has been exemplary. The project has become recognized for its efforts to spread the concept of service learning to areas where it would never have previously occurred.

Overcoming Obstacles and Keys to Success

An executive order by the governor froze hiring for state employees shortly after the project began. The program has received exemptions to hire, although the obstacle slowed the process by approximately four months.

A number of fund-raising and outreach-effort successes have resulted in adequate funding to make the project sustainable and to operate the mobile van more than three days per week, as was originally projected. Among these successes are:

- The American Lung Association, a key partner, has begun a campaigning to raise funds for a fuel-efficient, fully equipped mobile van.
- The Educational Foundation of NVCC has obtained generous pledges that will further provide health services to at-risk populations.
- Additional community interest in the project has given students opportunities to enhance the diversity and depth of their service learning experiences.
- Agencies, universities, and major corporations want to develop partnerships, and the project has received offers to become part of their serices to community-based settings in and beyond Virginia.

The Future

Interest for the future includes the development and testing of survey instruments for recipients and participants involved in health service learning.

Development and Implementation of Home Care Nursing

To help meet its community's needs for home health care, Orange County Community College (OCCC), in partnership with local health care providers, has developed a model home-care/community-based curriculum that includes a clinical practicum. Implemention of the curriculum occurs through a continuing education course for registered nurses (RNs) and course modules integrated into the standard undergraduate nursing program.

Project Overview

For several months, OCCC's project coordinator met bimonthly with representatives from its four partnership agencies. During the initial meeting, the coordinator identified ways to address the shift from hospital-based care to home care. In conjuntion with the meetings, home visits helped clarify the case manager's responsibilities and ways to coordinate services. These visits also revealed effective ways to work with an interdisciplinary team of practitioners, such as physical therapists and occupational therapists. Each partnership agency contributed to the currirulum design and helped organize and schedule clinical practicums. Each partner has also committed an experienced direct-patient-care employee to teach sections of the course.

Accomplishments

Faculty from the partnership agencies and OCCC cooperatively taught the first course of the newly developed home-care nursing curriculum for registered nurses during the summer of 1995. The 12 students attending were required to hold current New York State registered nurse licenses, to have been employed as nurses in an acute-care factility or long-term setting, to have graduated from a nursing program within the last two years, or to have obtained permission from the

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President: William F. Messner
Contact: Judi Jaffee, Assistant Professor
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Fax: 914/341-4999
Grant amount: $10,000

community nursing course coordinator. Students must also comply with special requirements of the agencies where they will be placed.

The grant project has fostered strong community support, partly because of publicity in OCCC's continuing education bulletin and local newspapers.

Partners
Orange County Health Department
Hospice of Orange in Hudson Valley, Inc.
American Care, Inc.
Competent Care, Inc.

Overcoming Obstacles and Keys to Success

The challenges were encountered initially with the home care agencies, which sought autonomous practitioners with excellent critical-thinking skills. They also were interested in practitioners with the ability to teach patients how to care for themselves in the most cost-effective manner. Practitioners are required to document services to meet patient outcome critera and reimbursement standards. Agencies were concerned about the level of practice, educational background, and overall expertise of an associate degree nurse in meeting the requirements of being a home care nurse. Some of these obstacles have been overcome.

The advisory board of the OCCC nursing department contributed significantly to the project.

Curriculum Development for Home Health Nursing

Representatives from the four community colleges of California's Southwestern Community College District and several home health agencies are working together to develop a home health elective geared for practicing registered nurses (RNs), graduate nurses, nursing students, and faculty. The course includes both clinical and teaching components offered on a rotational basis among the community colleges. Home health agencies provide clinical experience.

Project Overview

The project, which began in January 1995, involved developing a three-unit course that includes a clinical rotation over a six-week period with 27 classroom hours and 81 hours of clinical experience. Activities began with determining prerequisites and surveying area home health agencies to determine what home health programs are offered in San Diego and to assess existing program content and agency priorities. Preceptorship programs were also addressed. Relying heavily on information gained from the surveys, project leaders determined clinical objectives and curriculum content. The preceptorship program will be offered as a mandatory four- to eight-hour class for nurses who are preceptors from home health agencies.

Accomplishments

Southwestern College is on schedule with project expectations. The project is being advertised informally in the community, and several RNs have expressed interest in taking the elective. Communication and sharing has been enhanced among all the home health agencies, and they have suggested sending their employees through the course. In addition, several universities have contacted the college about the project.

Southwestern Community College District
900 Otay Lakes Road
Chula Vista, CA 91910
President: Joseph M. Conte
Contact: Mary Nagel, Assistant Professor
619/421-6700, ext. 5626
Fax: 619/482-6439
Grant amount: $10,000

Overcoming Obstacles and Keys to Success

Partners

Grossmont College
Palomar College
San Diego City College

Time constraints caused one faculty member to drop out, and another was unable to attend most meetings but submitted curriculum content. Home health agencies have generously shared their orientation content, ideas, and other information. One statewide agency has agreed to reciprocal sharing of course and clinical components, and a regional agency communicates regulary about a similar project. Also, Asuza Pacific University shared their syllabus for an advanced continuing education home health course.

Partnerships for Nursing Education in Community Settings

Changes in health care delivery necessitate that nursing graduates be able to move from hospital-based to community-based practice. St. Petersburg Junior College's (SPJC) nursing program is expanding a pilot project supported by the Florida Board of Nursing that allows students to accomplish this. SPJC is partnering with multiple community agencies to identify sites, develop curriculum, supervise and evaluate students, and provide in-service opportunities. Its AACC/MetLife project began in January 1995.

Project Overview

After reviewing the list of partner agencies, nursing faculty were consulted to identify those currently serving as clinical sites for observation and hands-on care. Potential clinical sites were also identified. Clinical associates and students were recruited to participate in classes, clinical experience, and conferences. At weekly consultations, faculty discussed students' clinical experiences in alternative learning sites.

Accomplishments

SPJC's community partners agreed to develop a roster of qualified personnel to serve as educators for students. They also advised the college faculty on procedures for the student placement experience, on evaluation criteria for the clinical experiences, and on possible modifications in the nursing curriculum to prepare graduates better for the world of health care reform. SPJC's successful collaboration with its partners has made possible well-rounded clinical experiences for its students, enabling them to be employed in a variety of care settings.

Seventy-four nurses from the Hospice of the Florida Suncoast, the largest community-based hospice program in the country and which delivers home care to 1,150 patients

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St. Petersburg, FL 33733
President: Carl M. Kuttler, Jr.
Contact: Mary Jean Etten,
Professor of Nursing
813/341-3650
Fax: 813/341-3658
Grant amount: $10,000

Partners

The Hospice of the Florida Suncoast
Morton Plant Health Ventures
Bayfront Home Health Services

daily, served as clinical associates in the SPJC project. The Hospice's education director presented a three-hour class to each of the 11 clinical students groups in the fourth session. In addition, Hospice staff gave 125 fourth-session nursing students a two- or three-week clinical experience. Afterwards, students submitted evaluation reports of their experiences there. Faculty continue to work on improving skills in facilitating the education of students in outplacement settings.

In order to get a broader perspective on program options, more than 40 SPJC faculty participated in five conferences on health care reform or the use of alternative sites in nursing education. Back on the campus, an information booklet, initiated and kept up-to-date in the faculty lounge, became a resource for current journal articles and conference materials on health care reform.

The Future

Long-range plans include incorporating outplacement or home health experience into at least two nursing courses as a permanent part of the curriculum. There is a solid desire to maintain current contractual relationships and to form new ones with additional agencies. Other plans include supporting new clinical associate relationships with registered nurses who will supervise students in alternative clinical settings, and to sustain joint venture continuing education programs.

Additional Resources

◆

Additional Resources

AACJC/Metropolitan Life Foundation Registered Nurse Shortage Project: Final Report. (1991). Lihue, Hawaii: Hawaii University, Kauai Community College. (ERIC Document Reproduction Service No. ED 337 217).

Describes a special 2 + 2 program involving college/high school curriculum articulation, academic and career counseling, and early admission to the community college.

American Association of Community Colleges. (1987). *Policy Statements for the Associate Degree, the Associate in Applied Science Degree, and the Associate Degree in Nursing.* Washington, DC: Author. (ERIC Document Reproduction Service No. ED 282 597)

Addresses educational requirements for licensure of associate degree nurses.

Austin Community College (1988). *LVN to ADN: Innovative, Non-Traditional Learning Project.*

Curriculum for the first nursing course in the Licensed Vocational Nurse Mobility Track Project at Austin Community College.

Belcher, M. J. (1989). *Factors That Affect Success in Nursing.* Research Report No. 89-28R. Miami: Miami-Dade Community College, Office of Institutional Research. (ERIC Document Reproduction Service No. ED 328 316)

Study of factors that might contribute to success or failure among students entering the nursing program.

Bevis, E. M., & Watson, J. (1989). *Toward a Caring Curriculum: A New Pedagogy for Nursing.* New York: National League for Nursing.

Speaks to ongoing reform of nursing education, including curriculum change affecting faculty, students, nursing practice, and health of individuals and communities.

Bierchen, J. E. (1983). Nurses Climb a Career Ladder and the Community Benefits. *VocEd, 58*(6), 44–45.

Description of a collaborative effort among St. Petersburg Junior College, the health care employment community, and local vocational-technical institutes.

Criteria and Guideliines for the Evaluation of Association Degree Programs in Nursing. 7th ed. (1991). New York: National League for Nursing.

Description of evaluation criteria and guidelines prescribed by the National League for Nursing.

Curtis, S. M., & West, B. (1992, October). Expanding Resources for Working Adults: A College/ Community/ Hospital Collaboration. Paper presented at the University of South Carolina Conference, “The Minority Student Today: Recruitment, Retention, and Success,” San Antonio. (ERIC Document Reproduction Service No. ED 351 049)

Reports on the Borough of Manhattan Community College’s implementation, with support from local unions, of an evening/weekend program designed for working adult nursing students.

Dolberry, J. (1992). Nursing Education in Indian Country: Salish Kootenai College Offers a Growing Nursing Program for the Flathead Reservation. *Tribal College: Journal of American Indian Higher Education, 3*(3), 20–21.

Focuses on recruitment, retention, curricula, staffing, clinical practica, student responses, and funding.

Dolberry, J. (1991). *Salish Kootenai College Project for Recruitment and Retention of Native Americans in Associate Degree Nursing. Final Report.* Pablo, Montana: Salish Kootenai College. (ERIC Document Reproduction Service No. ED 337 218)

Report of a project to increase the numbers of Native American registered nurses providing health care to the Native American population of Montana and the northwest mountain states.

Donsky, A. P., & Cox, S. C. (1994). *The Feasibility of an Evening LPN to RN Transition Program.* Sanford, Florida: Seminole Community College. (ERIC Document Reproduction Service No. ED 375 891)

Studies profiles of 250 LPNs and their attitudes towards additional schooling.

Garcia, V. R. (1991). *Promoting Career Opportunities in Nursing to the Minority and Male Population of Galveston.* (ERIC Document Reproduction Service No. ED 337 216)

Describes a project to increase the number of minority and male students entering and completing the Associate Degree Nursing (ADN) program at Galveston College.

Haase, P. T., et al (1982). *Improving Clinical Teaching: The ADN Experience. Pathways to Practice.* Southern Regional Education Board: Atlanta. (ERIC Document Reproduction Service No. ED 238 389)

Describes three Florida associate degree in nursing demonstration projects of the Nursing Curriculum Project and reviews the history and controversy of the ADN program.

Haase, P. T. (1990). *The Origins and Rise of Associate Degree Nursing Education.* Durham, North Carolina: Duke University Press.

Offers an analytical history of the associate degree nursing program and the role of associate degree nurses in the U.S. health care system from the late 1940s to the mid-1980s.

Hafer, N., & Davis, S. (1985, May). *Development of a Career Ladder Mobility Program in Nursing.* Paper presented at the Annual National Conference on Teaching and Excellence and Conference of Administrators, Austin, Texas. (ERIC Document Reproduction Service No. ED 262 830)

Collection of materials describes and illustrates various features of New Mexico Junior College's career ladder program for nursing.

Hardee, V. M., & Worthington, R. G. (1983). *Curriculum Models and Competencies. Associate Degree Nursing and Nursing Education Options: Associate Degree with Practical Nursing.* Raleigh: North Carolina State Dept. of Community Colleges, Occupational Program Services. (ERIC Document Reproduction Service No. ED 237 150)

Collection of four associate degree nursing curricula, including competencies, program guidelines, and job opportunities for associate degree nursing graduates in the North Carolina community college system.

Hartley, C. L., et. al. (1992). *Community College-Nursing Home Partnership: Improving Care through Education. Annual Reports, 1988–1992.* Seattle: Shoreline Community College. (ERIC Document Reproduction Service No. ED 365 365)

Summarizes actions taken to foster communication, organize faculty development, analyze the curriculum, etc.

Irwin, M., & Malague, M. (1992). *Nursing Transition: An Individualized Course To Promote Mobility from the LVN to RN Role. Registered Nurse Shortage Project. Final Report.* Houston: North Harris Montgomery Community College District. (ERIC Document Reproduction No. ED 354 030)

Describes a special transition course developed to allow licensed vocational nurses to articulate into the second year of a two-year associate degree nursing program.

Issues in Associate Degree Nursing. Bridge to Success. Education and Service: A Partnership for Associate Degree Nursing. Southern Regional Education Board, Atlanta, GA. 1984. (ERIC Document Reproduction Service No. ED 253 712).

Highlights 15 papers presented at the Associate Degree Nursing (ADN) project's regional conferences during 1983-84.

Jackson, M., & Brown, N. D. (1989). *The Sears-Roebuck Foundation Partnership Development Fund Keep America Working Project To Develop an Articulated Nursing Education Program: Final Project Report.* (ERIC Document Reproduction Service No. ED 311 996)

Describes a Tyler Junior College project to develop a career-oriented, articulated nursing education program.

Leuchtman, P., & Purinton, E. (1986). *Community College Links with Local Hospital to Provide Low-Cost, Convenient Continuing Education Courses for Nurses.* Greenfield, MA: Greenfield Community College. (ERIC Document Reproduction Service No. ED 276 470)

Describes a collaborative effort to provide accessible, affordable, continuing education courses for both registered and licensed practical nurses.

Louden, D., & Post, D., Eds. (1995). *Nurse Educators' Findings from the RN and LPN Faculty Census.* New York: National League for Nursing.

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